

Nebraska 21st Century Community Learning Centers 2019-2020 Annual Report

Jolene Johnson, Ed.D.
Associate Director, Education and Child Development
Becky Skoglund, M.A.
Assistant Project Director, Education and Child Development
Amber Smith
Database Manager, Education and Child Development
Munroe-Meyer Institute
University of Nebraska Medical Center
985605 Nebraska Medical Center
Omaha, NE 68198-5605
jolene.johnson@unmc.edu
(402) 559-5723



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21st Century Community Learning Centers Grant Program

Nebraska Department of Education
301 Centennial Mall South, Box 94987
Lincoln, NE 68509-4987
Phone: (402) 471-0876
Fax: (402) 742-2371
Web Site: <http://www.education.ne.gov/21stccclc>



The contents of this Annual Evaluation Report are available online at <http://www.education.ne.gov/21stccclc/ProgramEvaluation/EvaluationReport2018-2019.pdf>.

Table of Contents

Overview of 21 st Century Community Learning Centers	
Community Partners	
Technical Assistance and Professional Development	
21 st CCLC Programming	
Evaluation Plan and Activities	
Who Attended 21 st CCLCs?	
Program Quality	
Survey Outcomes.....	
Parent Survey Outcomes.....	
Teacher Survey Outcomes.....	
Student Survey Outcomes.....	
Regional Afterschool Staff Survey Outcomes.....	
Collaboration and Community Partnerships.....	
Student Outcome Data.....	
Summary of Key Findings	
Recommendations and Future Plans.....	
References.....	
Appendix.....	

Evaluation Plan and Activities

The evaluation plan for 2019-2020 continued to be based upon a continuous improvement model as 21st CCLC sites used data to set goals, develop action plans, implement those plans and evaluate progress towards goals. Sites utilized data from their self-assessment, teacher surveys, parent surveys, student surveys, after school staff surveys and community partner surveys. In addition, data were collected on student attendance and student demographics including free/reduced lunch rate, migrant status, English Learner status and special education status.

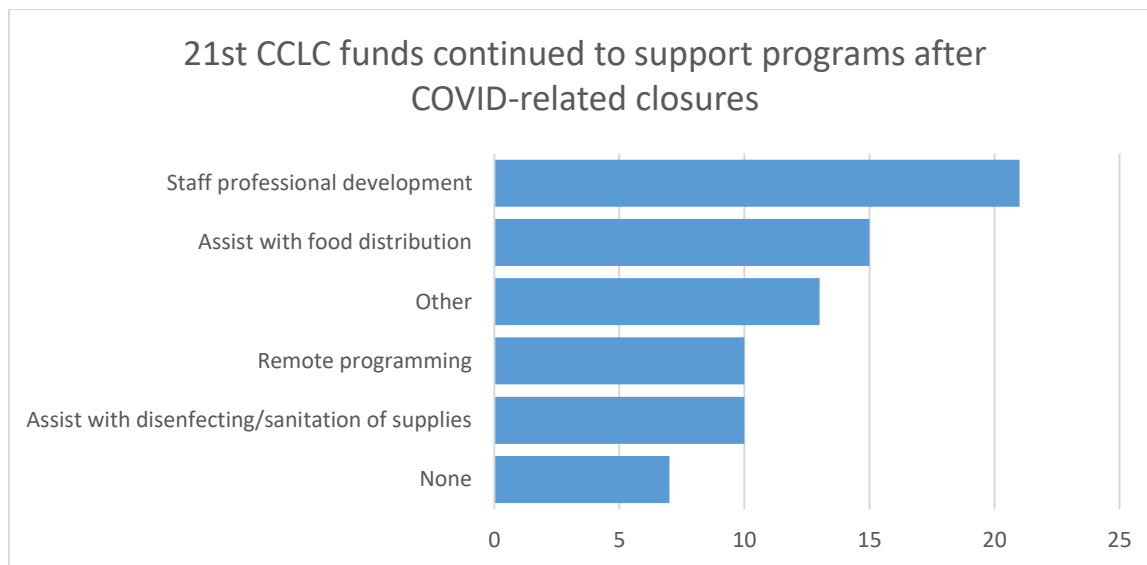


As part of the continuous improvement model, all sites were required to hold Continuous Improvement Process (CIP) meetings in the fall semester of 2019. Attendance at those meetings was required for the building principal, site director and other members of the management team including the external facilitator (if contracted by the site). At the CIP meeting, sites reviewed data from 2018-2019 and developed their action plans for the 2019-202 school year. Action plans were sent to the NDE Management Team for review.

For newly funded programs, external facilitators were required to help facilitate the continuous improvement process. External facilitators led the teams through the self-assessment process, participated in management team meetings, provided guidance for the evaluation process and facilitated the continuous improvement meeting.

Impact of COVID19

As a supplement to their Spring 2020 APR submissions, all 38 grantees (some of whom manage multiple sites) responded to specific questions about how COVID shutdowns impacted their programs. Grantees reported their sites' last day of operations prior to a COVID-related shut down fell between March 5th and March 18th, with most closing around the midpoint (March 11th). After closing, 21st CCLC funds were used to support staff professional development, assist with food distribution, support remote programming, assist with disinfecting/sanitation of supplies, and other operations such as organizing, planning, and curriculum development or funding staff salaries. Only seven grantees reported not using 21st CCLC funds for anything (see graph below).



Many grantees reported continuing to pay project directors, site coordinators, and staff during shutdowns. Directors were most likely to continue receiving salary, with 82% receiving full wages and 11% reduced wages. Three quarters (76%) of the site coordinators were paid some or full wages. Lastly, grantees reported 42% of their staff received full wages, 38% had reduced hours/wages, and 19% were not paid.

Collection of evaluation data was impacted by the COVID19 pandemic in the spring of 2020. The survey window opened on March 1st and within a few weeks most programs had ceased in-person programming and had to pivot to providing supports in other ways to students and families. A decision was made by the management team to allow programs the choice to continue collecting data or to stop due to the pandemic. Therefore, the teacher, parent and survey data reported should be viewed as a partial representation of 21st CCLC programming and is not comparable to previous years.

When calculating regular attenders, the state-level management team made the decision to lower the minimum requirement from 30 days to 21 days as most programs operated for roughly 70% of the school year. All regular attendee data is based on the 21-day threshold.

Teacher surveys were collected for two purposes: 1) to fulfill the requirements for federal reporting; 2) to provide feedback to the programs on the progress of students enrolled within the 21st CCLCs. Surveys were administered in spring of 2020 and were collected/analyzed for regular attendees only.

Parent surveys were disseminated in the spring of 2020 to parents of students who were or would-be regular attendees in the program. While not federally

required, parent surveys provide information on the quality of the program, as well as levels of parent engagement with the program and school system as a whole. Parent surveys were administered digitally and with paper copies. Multiple languages were available.

Students were given an opportunity to provide feedback on their experiences within the 21st CCLC programs. All K-12th grade students who were regular attenders were given the opportunity to provide feedback via online surveys administered at their respective 21st CCLC sites. The versions for each age group varied in the number of items asked and some of the content. The survey selected comes from Kings County Executives (2015) and has been normed and validated for the school age afterschool population. The return rates for survey were impacted due to school and program closures beginning in March of 2020.

An afterschool staff survey was developed and administered during the 2019-2020 school year. The purpose of the staff survey is to inform the management team on strengths and challenges and to inform the professional development offerings. The staff survey focused on reasons for working in the field of afterschool, confidence in skills/abilities and professional development. The survey was administered digitally to all staff.

For the fourth year, the community partner survey was sent to partners identified by each 21st CCLC site who had contributed to the site in some manner either during the summer, school year or both. The survey items were designed to measure strength of relationships, capacity of the partner to provide supports and to inform programs on any possible improvements that could be made.

Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS)

The Nebraska Afterschool Quality and Continuous Improvement System (NAQCIS) Self-Assessment (Johnson, et al., 2019) was completed by all sites in the fall of 2019. In addition, 21 sites in years 2 and 4 of their grant cycle had an external observation of their program completed by evaluation team members from UNMC.



NAQCIS (Johnson, et al., 2019) was developed and piloted from the summer of 2018 through the spring of 2019. Feedback on the instruments occurred throughout the development and pilot process with drafts being shared with program directors, the rural advisory committee and the evaluation workgroup.

NAQCIS is purposely aligned with quality framework indicators adopted by the Nebraska State Board of Education and includes a self-assessment, external observation tool

with a corresponding feedback form and the monitoring process. In addition to completing an annual self-assessment, each 21st CCLC site will have two external observations and one monitoring visit within a five-year grant cycle. External observations are conducted by the external evaluation team from UNMC. Trained evaluators observe programs in years 2 and 4 of their grant cycle. Each observed program receives feedback on overall program components in addition to specific feedback on 1-2 clubs/activities selected by the program. Feedback is provided to sites within 1-2 weeks of the observation. The monitoring visit occurs during year 3 of the grant cycle and is conducted by NDE personnel.



Nebraska Afterschool Quality & Continuous Improvement System (NAQCIS)

	Self-Assessment (Fall)	Surveys (Spring)	Federal APR (Each Term)	External Observation (Year 2, Year 4)	Monitoring Visit (Year 3)
Administration with sound management and well-developed systems					
College/career awareness and readiness					
Community-school partnerships and resource sharing					
Diverse, prepared staff including certificated educators					
Engaged learning					
Family engagement					
Intentional programming aligned with the school day program					
Ongoing assessment and improvement					
Participation, access and support during transitions					
Safety, health and wellness					



Evaluation Outcomes

For this reporting period, outcomes are reported for quality (both external observations and self-assessment), teacher, parent and student feedback, afterschool staff feedback, community partner feedback and demographics of those served by the program.

Quality

Rationale: Quality matters in afterschool programs for student safety, social emotional development, academic growth and engagement with programming. Quality practices are aligned with the 21st CCLC goals and the Nebraska State Board of Education quality framework.

Student Outcomes

Student outcomes are based on afterschool program attendance, school day attendance and survey results from students, teachers and parents.

Rationale: Many student outcomes, including school day attendance, engagement with the school and peers and academic achievement have a positive relationship with attending afterschool programming (Afterschool

Alliance, 2017). When parents are engaged in their student's education, increased school success and student outcomes, as well as improved attendance, result (Epstein (2005); Mapp & Bergman (2019); Roche (2017); Weiss, Lopez, Caspe (2018); Wood, Bauman, Rudo & Dimock (2017).

Attendance: Regular school day attendance is critical for school achievement. National research on students who attended 21st CCLCs on a regular basis found that they had improved math and reading grades, homework completion, class participation and behavior in class (U.S. Department of Education, 2014).

Belonging: Research on student belonging at school indicates increased positive outcomes for health, well-being, mental health and academics when compared to students who feel less a sense of belonging with school (Juvonen, 2006).

Social Emotional Well-being: Social and emotional well-being includes having friends, feeling accepted, persevering through difficult tasks, self-regulation and having appropriate peer and adult interactions.

Parent Engagement

Parent engagement outcomes are derived from parent and teacher surveys and program highlights.

Rationale: When parents are engaged in their student's education, increased school success and student outcomes, as well as improved attendance, result (Roche (2017); Weiss, Lopez, Caspe (2018); Wood, Bauman, Rudo & Dimock (2017). 21st CCLC sites make parent engagement a priority component of their programming.

Parent surveys were completed by over 2100 parents and while not the highest number is still encouraging given that it was administered at the beginning of the pandemic. Parents recognized the quality of the programs and the support provided by centers for afterschool supervision and support with their student(s) academics. Overall, the sites were rated very positively and seen as a valued resource.

"I am so incredibly grateful for this after school program. I've lived in several states including California and Nevada, as well as Nebraska . Throughout my experiences, I've noticed most schools do not offer an after-school program, or if they do it comes with a hefty fee. This leaves many working parents in an uncomfortable situation of relying on older children to watch the younger or sometimes nobody at all. Offering free and enriching after school programs is strengthening the bond between schools and students, as well as giving parents the peace of mind they need for the extra hour or two after school that children are dismissed but parents are not. Thank you so much for offering this service!"

Community Partnerships

Community partnership outcomes are based on community partner surveys, self-assessment data and program highlights.

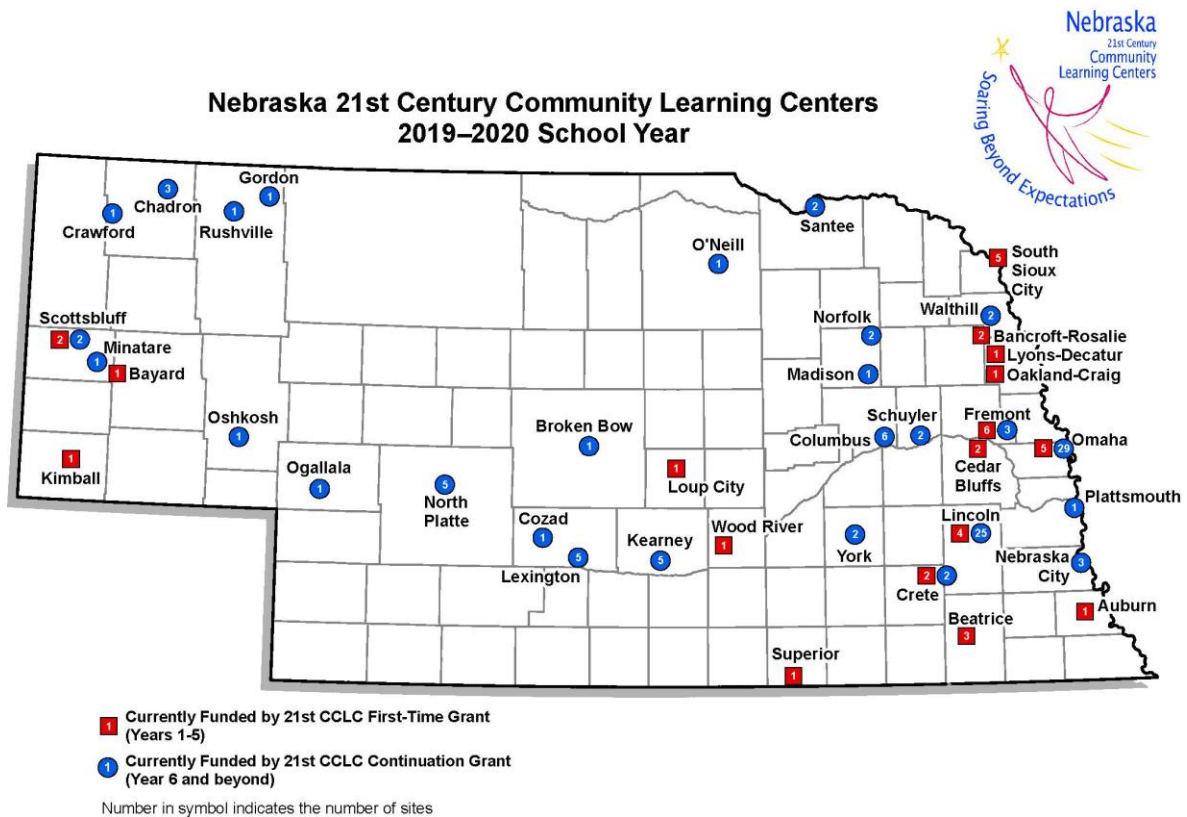
Rationale: Community partnerships enhance programs in a number of ways: providing programming, resources, training and/or time, and financially supporting the program. Finding and maintaining community partners is essential to program success and sustainability.

Partner surveys

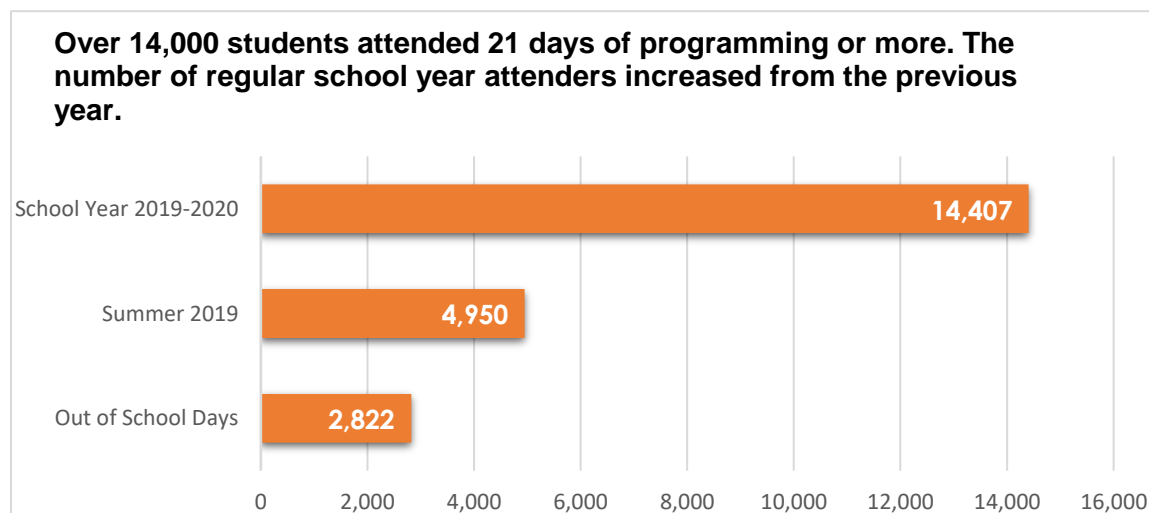
Nearly 400 community partner surveys were completed even with the pandemic occurring. The survey responses indicated strong commitment to programs and a belief that partnering with 21st CLCC programs was mutually beneficial.

Who Attended 21st CCLC?

Statewide, 21st Century Community Learning Center sites served 149 Nebraska public schools during the 2019-2020 year.

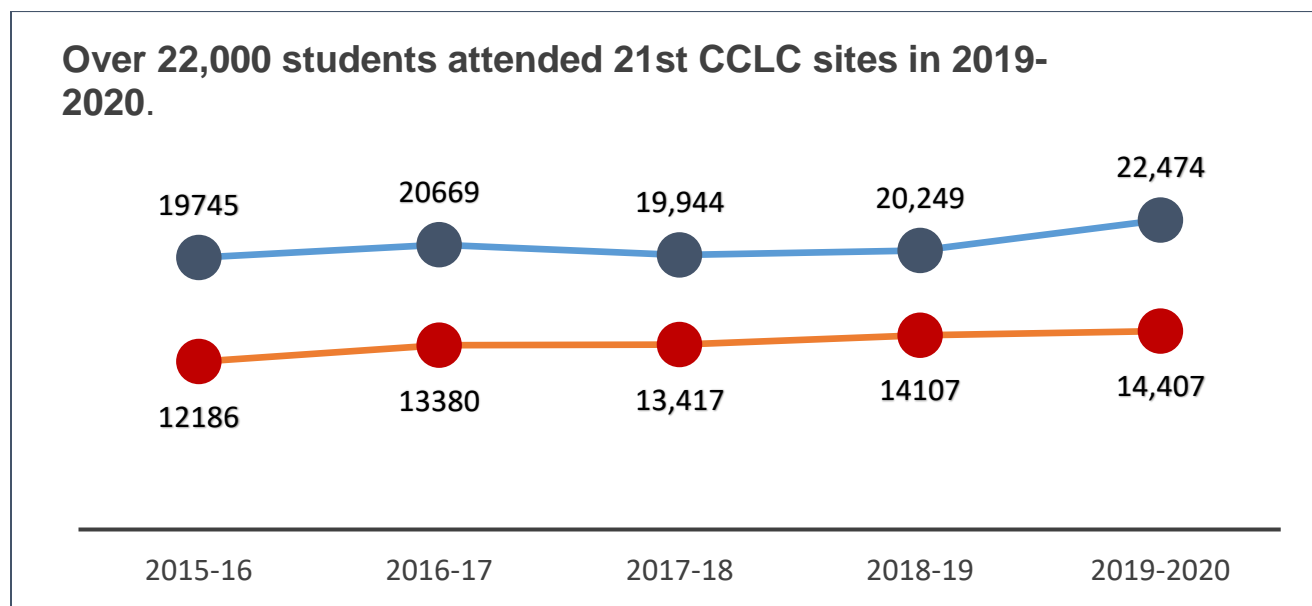


As noted on the map, XX sites are within their first five years while XX were on continuation funding. 21st CCLCs served both rural and urban students in 34 communities. ADD NEW MAP



“School Year” is defined as programming offered afterschool for less than 4 hours. “Summer” includes programs funded by 21st CCLC operating 4 or more hours during summer break. “Out of School” refers to programming offered for 4 or more hours during the school year (early release days, holiday breaks).

A “regular attender” for 2019-2020 is a student who attended 21 days or more during the school year or identified minimum attendance goals for other timeframes (approximately 16.66% of offerings for summer and out of school times). The criteria for regular attender changed from 30 to 21 days due to the pandemic and that most students only had the change to attend programming for 75% of the school year. Of the 22,474 total students attending 21st CCLCs, **64% were regular attenders**. Rural programs had a higher percentage of regular attenders (73%) than urban programs (63%). For programs charging fees, 54% of students were regular attenders whereas **77% of students attending programs with no fees were regular attenders**.



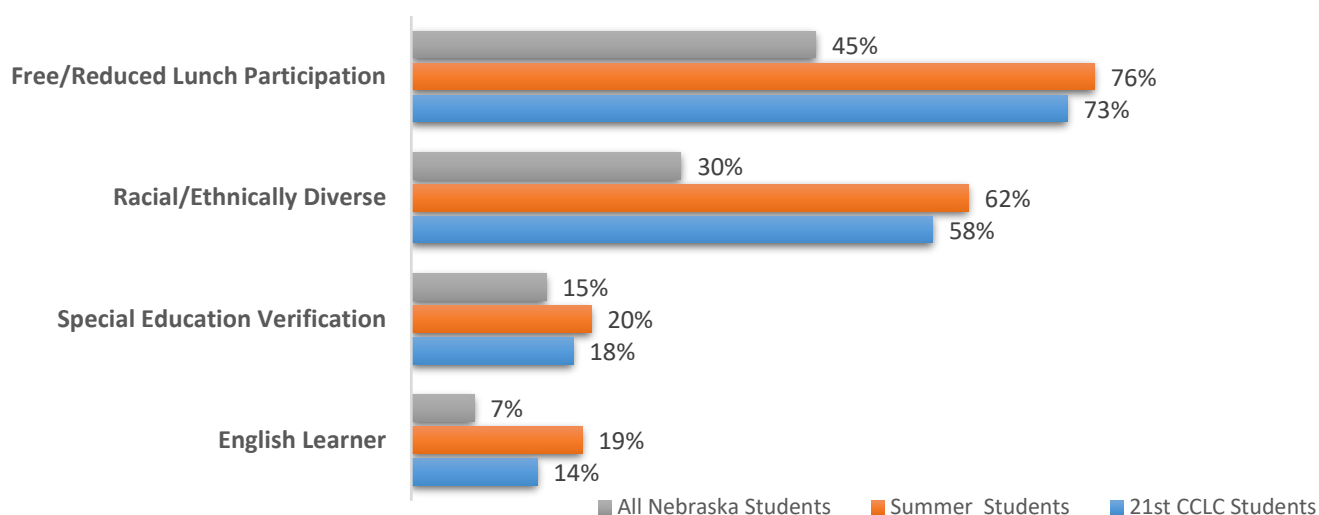
In 2019-2020, the most students in the program's history both attended 21st CCLC programming and were regular attenders. While the percentage of regular attenders dropped from 70% to 64% this could be due to the shortened program year particularly for middle and high school students who may primarily attend during only one semester. The pandemic effectively ended programming at the end of the third quarter.

Demographics of Regular Attenders

Of the regular attenders, 84% were in grades K-6 while 16% were in grades 7-12. Nationally, 46% of students are elementary, 24% are in middle school and 30% attended high school.

Nebraska 21st CCLCs served a higher percentage of students in poverty.

Programs serve many students with obstacles to learning.



In order to assure 21st CCLC programs serve high-need students who could benefit the most from the programming provided, the demographics of afterschool students should reflect the school day demographics at each site (within a margin of 5%). Factors include free/reduced lunch participation, ethnicity, English Learner status, and special education verification. For 2019-2020, all student demographic and statewide assessment data were obtained and imported directly from the Nebraska Department of Education based on district reporting.

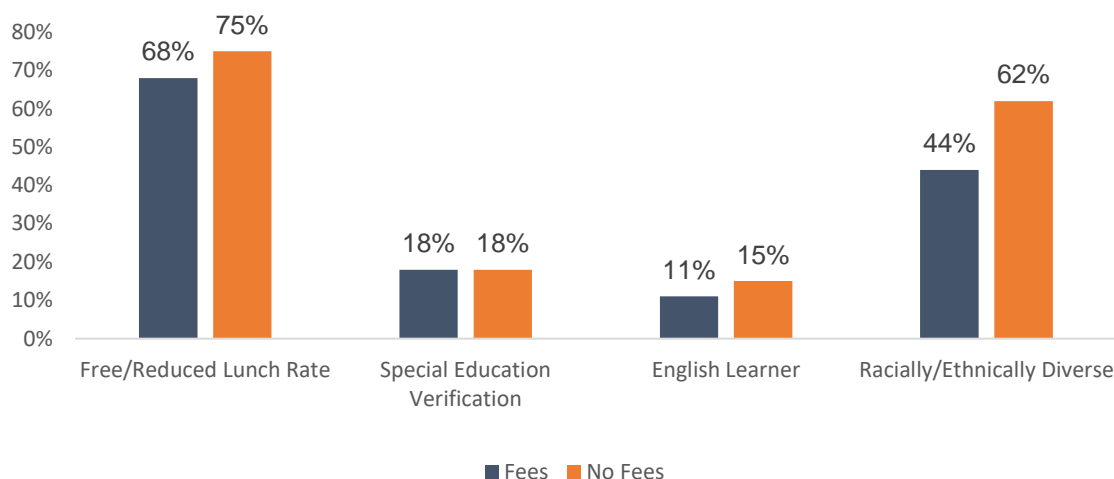
As illustrated above, programs in Nebraska served students with high needs at a rate higher than most statewide percentages, particularly students receiving free/reduced lunch, English Learner students, and students receiving special education services. Summer programs also served higher percentages of students needing additional supports. The Nebraska 21st CCLC student demographics align with the national demographics of students served in 21st CCLC programs.

Programs varied in demographics depending on whether they were urban or rural. While urban programs had higher percentages of students that were racially/ethnically diverse (65% vs. 42%) and participating in the free/reduced lunch program (76% vs. 66%), rural programs served higher percentages of

migrant students, (2% vs. 0%). Urban programs served more students with IEPs and more students designated as English Learners, but the differences were less pronounced; 2% more students with IEPs and 3% more English Learners. The differences between programs charging fees vs. no fees was most pronounced in the racial/ethnic diversity of the student population served.

Programs without fees served a higher percentage identifying as racially/ethnically diverse.

There were no differences in serving students receiving special education



The Nebraska Department of Education has stressed the importance of decreasing the rates of chronic absenteeism. To this extent, the 21st CCLC state-level management team decided to examine attendance rates for 21st CCLC students who were regular attenders. The results of that analysis indicated regular attenders missed fewer school days on average when compared to ALL Nebraska students and Nebraska students attending schools with 40% or greater free/reduced lunch percentage. All 21st CCLC sites are required to have at least a 40% free/reduced lunch rate so the comparison to those students is most comparable.

There were some differences depending on type of program attended. Students in urban settings (Omaha and Lincoln) were absent more days than students attending rural programs.

Program Quality

Program quality was assessed through two components of the NAQCIS system, the self-assessment and the external observation. All sites were required to complete the self-assessment in the fall of 2019. Sites in years 2 and 4 of their

grant cycles were required to have an on-site, external observation completed by the UNMC evaluation team during the 2019-2020 school year. However, due to COVID19, not all observations could be completed.

The **NAQCIS Self-Assessment (Johnson, et al, 2019)** is completed by the site management team with team members reaching consensus on the items and agreeing to a rating. Ratings are based on a rubric and help sites to determine if the items should be score as emerging, emerging plus, maturing, maturing plus or excelling. Teams rated their programs on the following components; 1) Administration with sound management and well-developed systems, 2) Diverse, prepared staff including certificated teachers, 3) Relationships and interactions, 4) Professional development, 5) Intentional programming aligned with school day and engaged learning, 6) Behavior management, 7) Family engagement , 8) Community-School partnerships and resource sharing, 9) Ongoing assessment and improvement, and 10) Safety, health and wellness.

The **NAQCIS Site Observation (Johnson, et al, 2019)** is completed by an external evaluation team member(s) and provides feedback on the program overall and two specific clubs/activities selected by the site. The overall site observation examines the following components: 1) Space, 2) Academic Supports, 3)Program Climate, 4)Routines and Transitions, 5) Student Interactions and Behavior, and 6)Staff Interaction with Students, Other staff and Caregivers. The same rating system as the self-assessment was used for the observations with items scoring as emerging, emerging plus, maturing, maturing plus or excelling.

NAQCIS Self-Assessment

In 2019-2020, 141 sites completed their initial NAQCIS Self- Assessment.

Nebraska Sites' NAQCIS Self-Assessment Self-Ratings 2019-2020					
Administration					
	Emerging	Emerging +	Maturing	Maturing +	Excelling
% scoring	3%	2%	6.49%	8.81%	79.60%
Diverse, prepared staff					
% scoring	3.45%	8%	17.72%	24.01%	46.81%
Relationships & Interactions					
% scoring	.35%	3.51%	16.28%	36.51%	43.35%

Professional Development					
% scoring	6.29%	10.14%	18.29%	22.86%	42.42%
Intentional Programming aligned with the school day					
% scoring	3.11%	7.40%	18.98%	25.56%	44.95%
Behavior Management					
% scoring	9.69%	9.18%	20.92%	26.63%	33.57%
Family Engagement					
% scoring	17.63%	10.79%	16.55%	19.43%	35.61%
Community School Partnerships					
% scoring	9.57%	8%	16%	19.71%	46.71%
Ongoing Assessment and Improvement					
% scoring	9.43%	6.57%	14.57%	15.57%	53.86%
Safety, Health & Wellness					
% scoring	1.70%	2.84%	12.63%	19.43%	63.41%

The **NAQCIS Self-Assessment** was designed to be completed by a management team with knowledge and understanding about the goals and daily operations of the program. Members of the team have different roles and may bring different perspective based on those roles. In order to complete the self-assessment, members of the management team observed the program within two weeks of the meeting, considered evidence to support their ratings and came to consensus on the status of their program across the multiple categories.

As the self-ratings show, site level management teams viewed most aspects of their programs as demonstrating at least moderate levels of quality while continuing to acknowledge that other aspects could use further development and/or improvement. Programs rated themselves the highest in the areas of Administration, Safety, Health & Wellness and Relationships & Interactions. An example of exemplar programming included:

Relationships and interactions are deemed a strength in this program. A homeroom structure at the beginning provides a small group of students the opportunity to be familiar and to make friends.

Two areas that could use strengthening include Behavior Management and Family Engagement which is unsurprising as these two areas have been mentioned regularly the past few years across other surveys, regional director meetings and during site level visits. Sites continue to request additional resources, training and supports to meet the needs of their staff, students and families.

NAQCIS External Observations

External observations were completed on 21 programs during the 2019-2020 year. Programs observed were in either year 2 or year 4 of their 5-year grant cycle. An observation included a pre-observation interview with the site director, collection of artifacts and materials to support the observation including daily schedules, parent communication materials, and/or activity/lesson plans for the clubs/activities being observed. Observations were 90 minutes to 2 hours in length and ended with a brief feedback session with the director. Each observation session included observing the program as a whole as well as observing 2-3 activities/clubs chosen by the program. Within 2 weeks a feedback call/Zoom session was held with the program to go over what was observed, the scores and any recommendations for the program. It was also a time for the program to ask questions or to provide additional information to the evaluation team member.

Nebraska Sites' NAQCIS External Observations Overall Program Ratings (N=21) 2019-2020					
Academic Supports					
	Emerging	Emerging +	Maturing	Maturing +	Excelling
% scoring	3%	2%	6.49%	8.81%	79.60%
Program Climate					
% scoring	3.45%	8%	17.72%	24.01%	46.81%
Routines & Transitions					
% scoring	.35%	3.51%	16.28%	36.51%	43.35%
Student Interactions & Behavior					
% scoring	6.29%	10.14%	18.29%	22.86%	42.42%
Staff Interactions with Students					

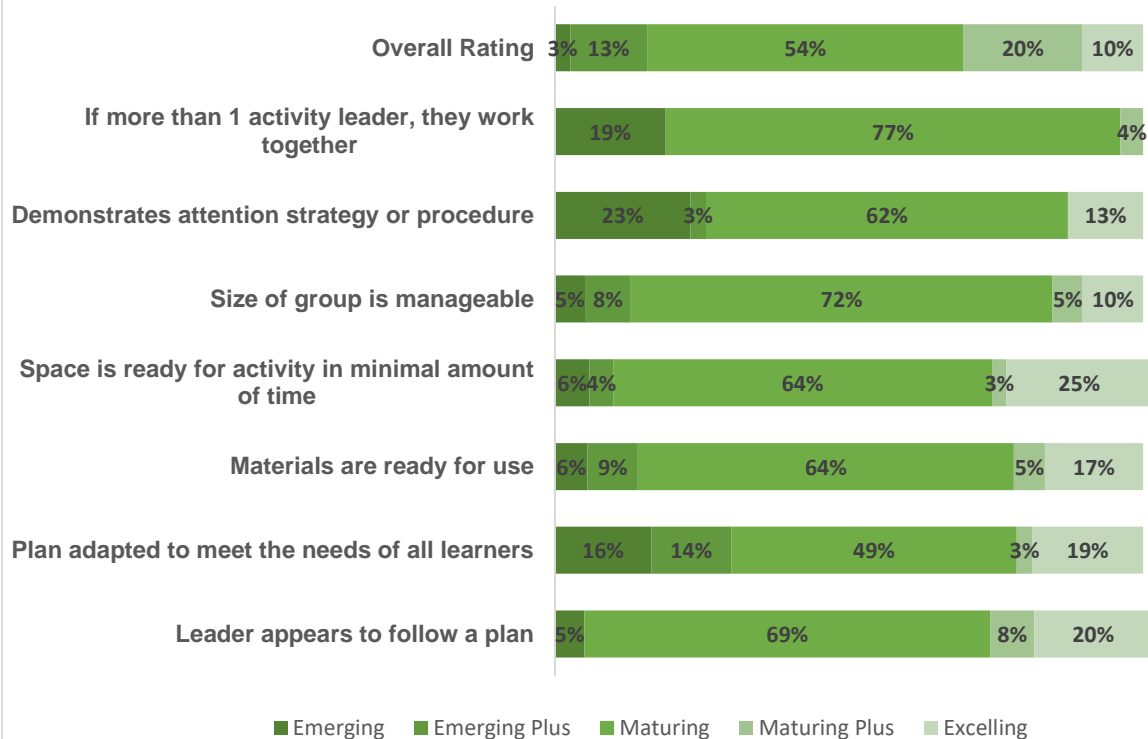
% scoring	3.11%	7.40%	18.98%	25.56%	44.95%
Staff Interactions with Caregivers					
% scoring	9.69%	9.18%	20.92%	26.63%	33.57%

Activity and Club Observations (N=39)

Sites selected activities/clubs for the evaluation team members to observe and provide feedback on preparation, student response, and instructional and engagement practices. Each club/activity was observed for a minimum of 20 minutes in order to provide in-depth feedback and recommendations. Activity lessons/plans were requested prior to the observation. Evaluation team members could interact and ask questions to both the instructors/facilitators and the students. Site directors were given the flexibility to select what they wanted observed and to receive feedback on. It was not a requirement to select only exemplar clubs as the purpose of evaluation is two-fold to provide information on overall quality and to promote data utilization and continuous improvement. As a result, some activities were selected because they were new in development and/or needed suggestions for improvement.

Engagement of students in activities continues to be a goal for 21st CCLC programs as the more engaged a student is the more likely they are to continue attending the afterschool program and the less frequent behavior management issues become a factor. Students engaged in an activity will interact with each other, the materials and the instructor.

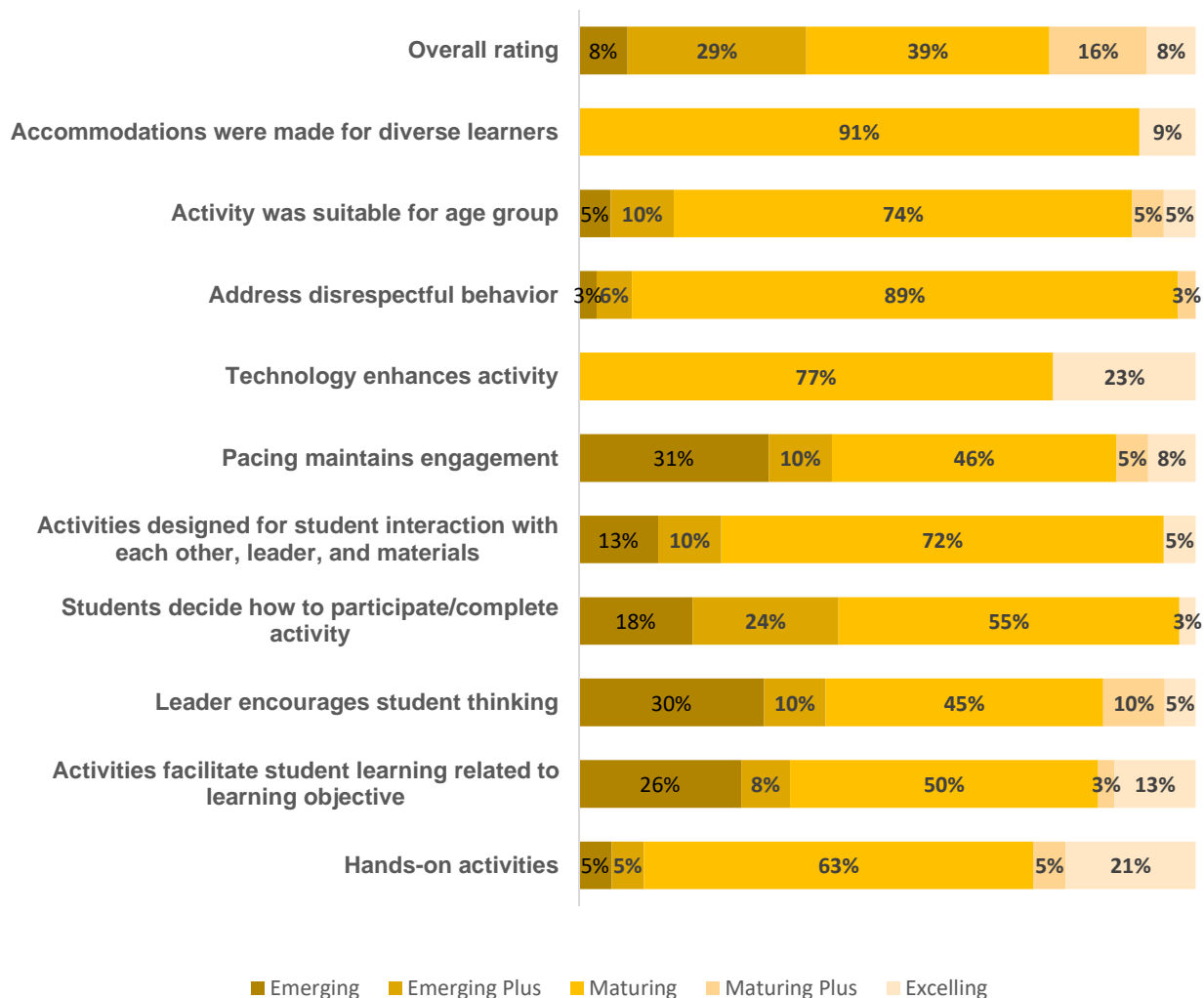
Activity leaders were adequately prepared for clubs/activities.



Data from observations indicated most activities had good planning and preparation prior to students attending with 84% of the activities attaining an overall rating of maturing or better. One area that needs improvement is for activities being adapted to meet the needs of all learners participating. A second area for programs to consider addressing was having a consistent attention strategy or procedure as 23% scored in the emerging category.

Instructional and Engagement Practices indicated that about 2/3 of the club observed demonstrated quality at least the maturing range.

Areas to consider improving included pacing, learning objectives and encouraging student thinking.



Clubs/activities observed covered all age ranges and multiple areas of interest and programming. Activities observed included painting/art clubs, Legos, literacy time, robotics, engineering, math/game club, laser cutting, coding, mindfulness, cooking club and fitness/sports activities. **A definite strength noted in the activities was the inclusion and use of hands-on activities with 90% in the maturing and above range.** Additionally, staff were successful in addressing disrespectful behavior and in making accommodations for diverse learners.

Survey Outcomes

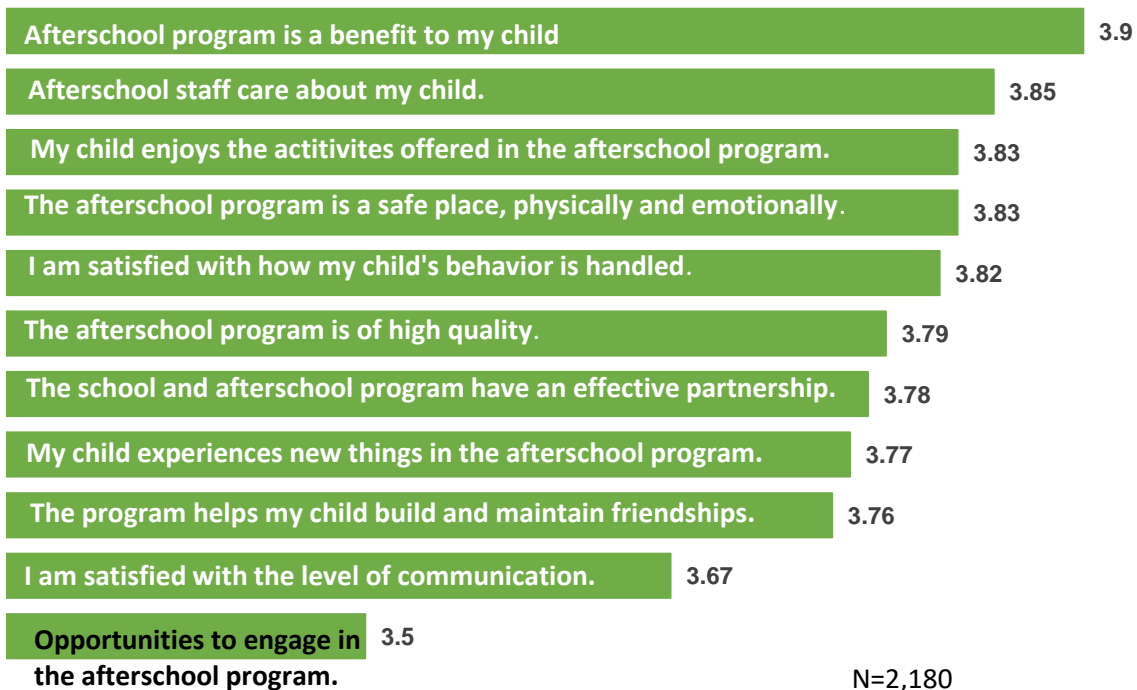
Survey Return Rates

Survey	Respondents	Return Rate
Teacher	5470	44%
Parent	2064	NA
K-2 Student	725	NA
3rd-5th Student	452	NA
6th-12th Student	268	NA
Community Partner	395	36%
Afterschool Staff	844	NA

Parent Survey Outcomes (N=2,180)

The parent survey was provided to parents of all students who were regular attenders during the 2019-2020 school year. The survey was designed to provide a snapshot of program quality, experiences of the student and reasons for enrolling their student in the program. Parents were asked to rate the following items on a 1 to 4 scale (*1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree*).

Parents rated the 21st CCLC program positively across all areas.
 Survey results over the past three years have a similar pattern.

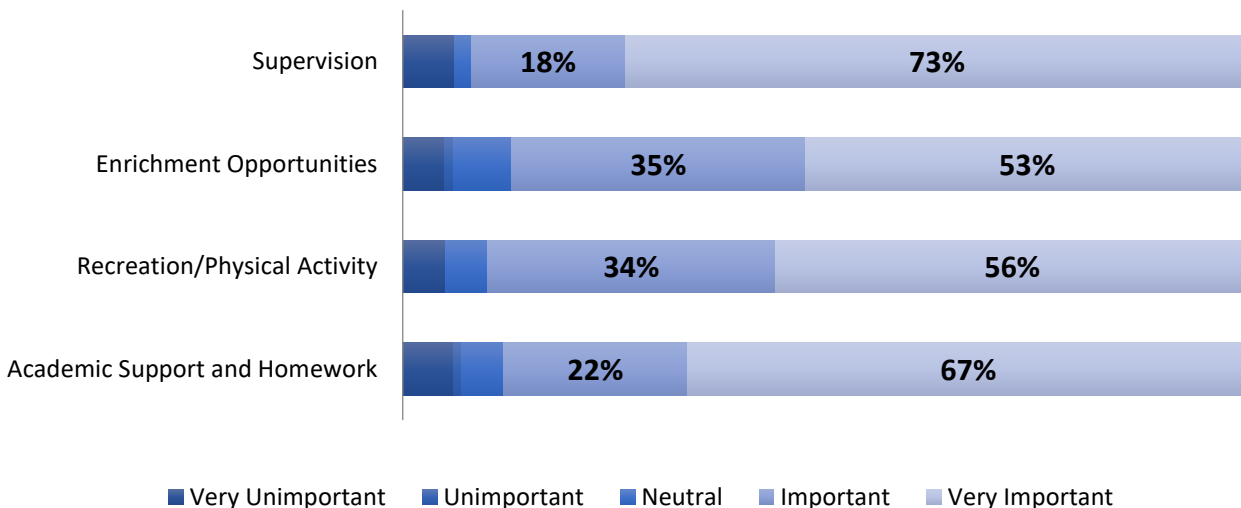


Parents (N=2,180) gave the programs high ratings across all items. In particular, they viewed the program as a benefit to their child, that staff care about their child and that their child enjoys the activities of the program. Parents also viewed the programs as safe places for their child to be and that their child was able to have friends within the program.

Parents were asked why they enrolled their students in 21st CCLC programming. They rated each component as being very unimportant, unimportant, neutral, important or very important. Supervision had the most parents (92%) rate it as important or very important, but all of the components were rated as important or very important by at least 87% of the parents.

Supervision continues to have parents rate it as most important.

Parents viewed the programs providing important supports across multiple areas.



“We love the afterschool program & are very thankful this option is available to use as working parents”

---parents of 21st CCLC student

All parents who completed the satisfaction survey had the opportunity to answer the open-ended question, **“Thinking about your experience with the afterschool program, what are some ways we could best provide support/resources to you as you support your child’s learning?”**

Comments were de-identified and shared with programs as part of their continuous improvement process.

Below are a sample of parent responses.

“The CLC is amazing. I am so happy that [my child] has a place like that to go after school until I get off work. It is such a relief as a parent to be able to leave your child with competent, caring, engaged individuals. It is such a wonderful program. Thanks for this program.”

***When I was struggling financially, I was able to receive a scholarship because we had no way to get [my child] home after school while I was at work. She has been able to do things such as ballet that I couldn't afford to put her in. I am extremely grateful for everything you all do. Keep up the good work!”**

“CLC is amazing. I have enjoyed having my child go there for 6 years!”

“They do a great job with supporting my son’s education. If he needs support with something, I just ask, and they are always willing to support him.”

“My child and myself really enjoy the afterschool program. She’s always excited when I pick her up and showing and telling me all the new things they did that day. The teachers who run it are very friendly and professional.”

As a visiting student, [the child] had a really fun time with you. All the activities you designed and organized played an important role enriching her cultural experience in the US. I still can remember the fun FAMILY NIGHT spending with you guys, all that would be our sweetest memories in our life. Thank you so much for what you did.”

“My daughter and I are blessed to be a part of this amazing after school program. They care and love my child and her growth. They are such a safe and inviting group of staff. I am also so proud to be able to attend any field trip or event after school. As a teacher at the school, [I can also say] the students all enjoy this program.”

“The afterschool program is helpful in a lot of ways. My daughter learns more, and I am not stressed with having to leave work early or try to find care for her. She loves coming home and talking about her experiments she did or activities.”

“I don’t know what I would do without the CLC program. It’s truly helped me as I was a single parent doing my best to raise my son.”

“I love the afterschool program and highly appreciate the support that has given to my two children with homework and reading books. I’m a mother of four small children and knowing that the afterschool program gives my children the opportunity to learn new things and help them with their homework is very helpful. My children enjoy to be part of the program because of all the learning opportunities!”

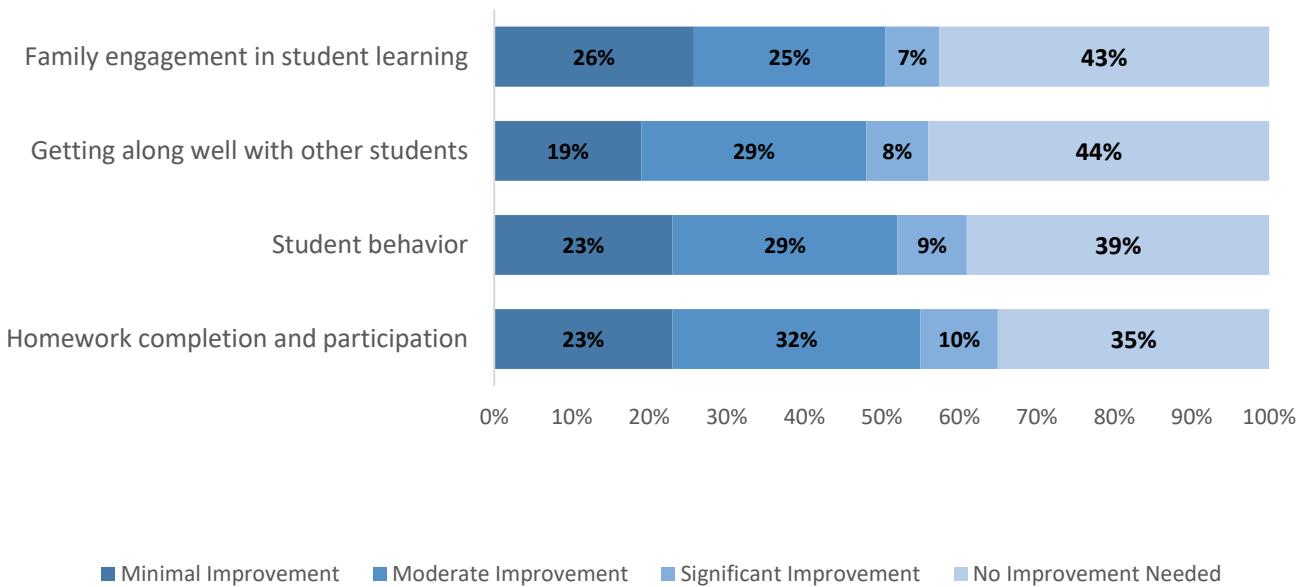
While the majority of comments were positive several parents provided input on potential improvements to the program. Areas for improvement were similar to previous years and included: 1) more communication such as wanting more info about the programming/opportunities and specifics about the child, an ability to talk to the program staff/teachers, and some suggesting specific apps and resources they’d like to have; 2) wanting a change in the programming available with some wanting more homework time, while others argued kids needed downtime and wanted more socializing or play; and 3) better supervision for some students and addressing behavioral concerns/issues differently.

Summary. Overall, **parent comments were positive about the 21st CCLC programs and the benefits provided to their students and families.** This matches the quantitative data from the parent surveys with most parents being highly satisfied with programming.

Teacher Survey Outcomes (N=5,470; 44% return rate)

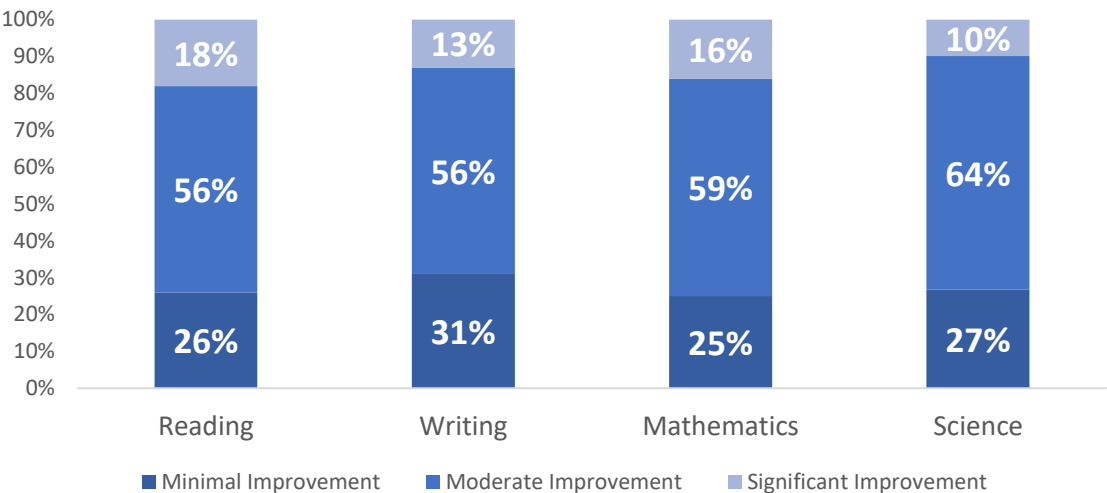
To fulfill one of the federal APR requirements, classroom teachers rated individual students on their performance both academically and behaviorally. Behaviorally the items focused on student motivation, homework completion, participation and relationships with others. To assess student behavior as it relates to academic achievement, school day classroom teachers reported perceived change (if any) from fall to spring. Items focus on motivation, completion of assignments and positive relationships in and out of school, which are associated with positive academic outcomes.

Homework completion and participation improved the most across the year with 42% demonstrating moderate to significant improvement.



Teachers rated students' performance relative to state standards in reading, writing, mathematics, and science. Teachers rated student performance based on their observation of each student's performance in their classroom, classroom and/or district assessment data, and professional judgment to identify whether students showed minimal, moderate or significant improvement for each academic area.

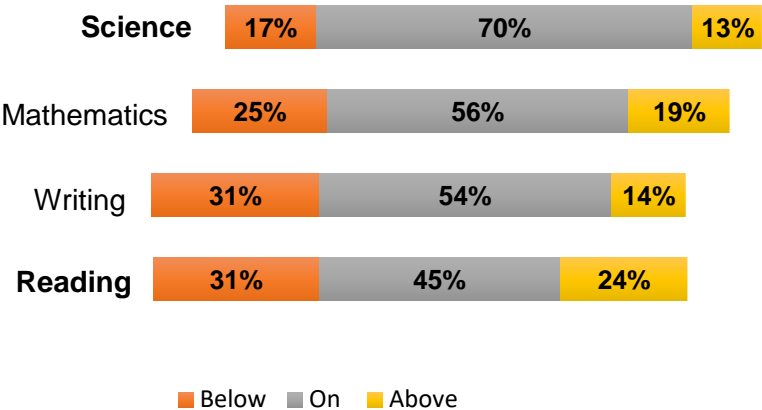
For the third year, students demonstrated the most growth in mathematics with 75% demonstrating moderate to significant improvement from fall to spring.



Teachers rated students' current academic performance as to being below, on or above grade level. Teacher ratings were collected in lieu of grades and/or standardized assessment scores/state assessment scores. For the third year in a row, **teachers rated student performance the highest for science with only 17% falling below grade level.** However, for both reading and writing, 31% of students were rated as performing below grade level. One recommendation could be for programs to work on literacy aspects more throughout the afterschool program particularly for students who struggle in the classroom.

For the third consecutive year, student performance was the highest in science.

Reading had the most students perform above grade level.



Student Survey Outcomes

All K-12 students who were regular attendees were given the opportunity to provide feedback and complete age-appropriate surveys. Survey return rates were not calculated due to the pandemic. For the report, 1,445 students completed a survey. All student surveys were online and linked to both program and student ID numbers.

K-2 students completed a four-item survey on their experiences in 21st CLCC sites.



K-2 student responses indicate positive relationships with peers and staff. Additionally, students reported that they learn new things and enjoy coming to the program both key components for student engagement.

Youth Engagement Survey

Students in grades 3rd-12th completed versions of the **student survey** (Youth Development Executives of King County, 2015). The survey asked questions across several areas pertaining to each student personally and then in regard to the impact of the program they had attended. Students were asked to rate each item on a four-point scale (*1=Strongly Disagree, 2=Disagree, 3=Agree and 4=Strongly Agree*). Domain means were calculated at the statewide level.

Students felt a sense of program belonging and reported having friends in the program.

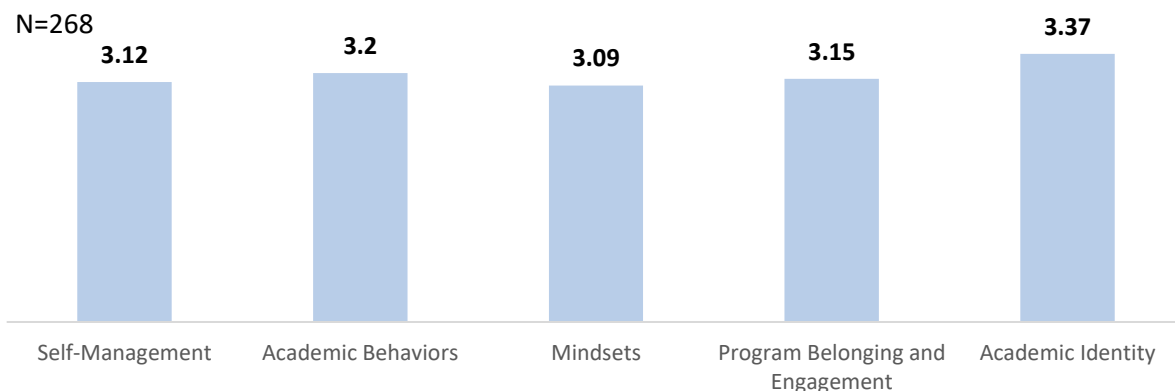
Hard work was seen as an attribute to getting better grades.



N=452

For 3rd-5th grade students (N=452) the highest ratings were for the **Program Belonging and Engagement** (M=3.53). Items under this domain ask about having friends (M=3.66), enjoying the program and adults respect towards students (M=3.73). Students also reported a capacity to keep trying even if they failed and to work hard toward completing schoolwork (M=3.31). **Mastery Orientation** was the lowest rated domain with students having less confidence in their ability to do “do my schoolwork because I enjoy it” (M=2.82).

While students were committed to earning good grades, feeling like they were part of a program was also important.



For 6th-12th grade students (N=268), the Academic Identity domain had the

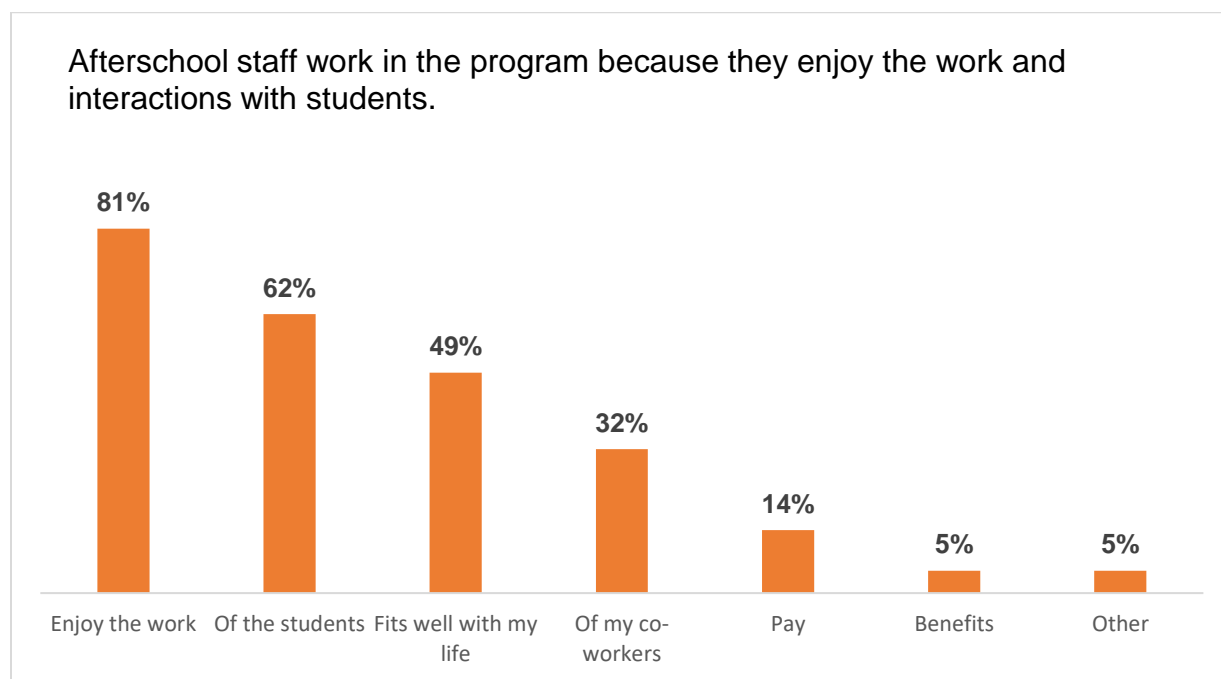
highest average for the fourth year. Students felt that getting good grades and doing well in school was important. They also felt that getting a college education is important (M=3.55). Of note one of the highest rated items was **“Getting good grades is one of my main goals” (M=3.51)**. The lowest rated items were in the domain of Mindsets. The lowest rated item was “I stay positive when things don’t go the way I want” (M=2.82).

Summary of Student Survey Data

Across all age groups, program belonging and engagement was rated very positively. Students enjoy coming to the program most of the time, have friends in the program, learn new things and feel respected by the adults working in the programs. Older students viewed achievement in school as important to future success and that getting a college education was important.

After-school Staff Survey Outcomes

In 2019-2020, after-school staff had the opportunity to complete an after-school staff survey developed by the evaluation team. A total of 844 staff members, including staff, site supervisors and program directors completed the survey.

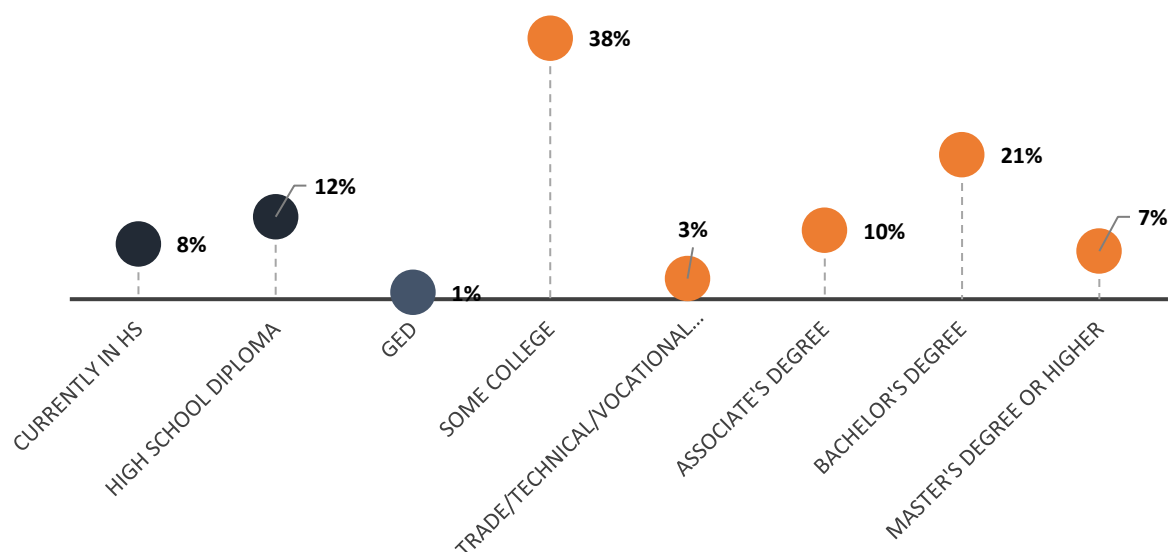


Statewide, after-school programming is implemented and delivered primarily by those identifying as female (81%). Demographics reported indicate a diverse workforce for after-school programs with 68% White, 17% Hispanic/Latino, 9% Black/African American, 3% Native American / American Indian, 2% Asian and >1% Native Hawaiian or Pacific Islander. Ages of staff tended to be younger

with 62% of staff being age 30 or younger, 22% were between the ages of 31-49, 12% were between the ages of 50-64 and 2% were 65 or older.

For some 21st CCLC programs, the majority of afterschool staff are college students, so turnover is expected as they graduate. For education majors, 21st CCLCs provide a training ground for working with students of diverse ages, backgrounds and abilities. Partnerships between 21st CCLC programs and postsecondary institutions across the state are mutually beneficial for both K-12 students and students participating in college coursework.

While the majority of staff are under the age of 30, most staff have some post-secondary education (79%).



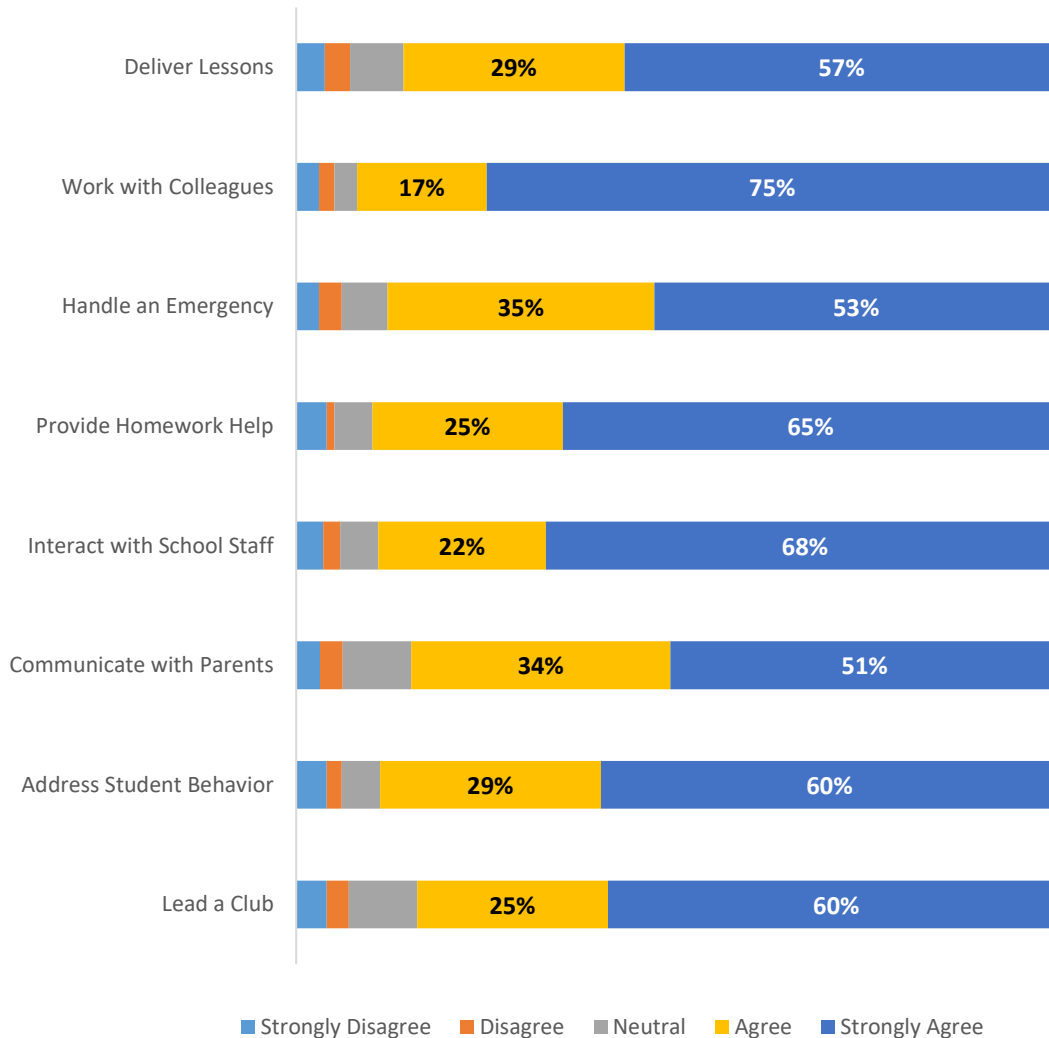
For program staff, 79% reported attending postsecondary education with 41% attaining a degree or certificate post high school. Of the staff working in the programs, 21% hold bachelor's degrees, and 7% have a Master's degree. A high percentage of those with some college credit are students currently enrolled in Nebraska colleges and universities and working in the program. **Turnover in afterschool programs is an issue as seventy-nine percent of staff have worked in the afterschool program three years or fewer.** Another 13% have worked in the program for 4-6 years and 9% have been in the program for 7 years or longer. Top reasons for leaving were graduation, relocation and retirement, all personal reasons unrelated to the afterschool programming.

Afterschool Staff Preparation and Confidence

Respondents were asked to rate their levels of preparation in performing many of the tasks involved in an afterschool program from delivering lessons to managing student behavior to handling an emergency.

Afterschool staff felt prepared to implement the practices and procedures necessary to run a quality program.

Growth was seen in the area of behavior management from 2018-2019.



Overall, afterschool staff felt prepared to implement and deliver required programming. Staff felt prepared to handle an emergency (88%), lead a club (95%), interact with school staff (90%), help with homework (90%), address student behavior (89%) and communicate with parents (85%). **One of the biggest areas of improvement is the growth in addressing student behavior which could be attributed to the focus on providing professional development, training and resources in this area.**

Professional Development and Training

When asked about future professional development, most respondents preferred in-person training (42%) versus online (10%), combination of in-person and online (32%) and 16% had no preference. The most frequent obstacles to receiving and/or completing professional development continued to be schedules and time. Other obstacles mentioned included no trainers, being in a rural location, working other jobs and the training being offered only in English.

Afterschool staff and leadership provided input as to which topics would be of most interest and most useful for future training and/or professional development. Interestingly, when asked about future training the following themes emerged: behavior management/social emotional development, safety, leadership, working with parents, how to assist students with special education needs and programming ideas.

Collaboration & Community Partnerships

Engaging community partners is one key in building a sustainable afterschool program. 21st CCLC programs are required to have at least one community partner, but most sites have multiple partners providing a variety of resources including additional funds, materials, programming and volunteers. Without statewide and local partnerships, the programs would be unable to deliver the variety of diverse programming.

To better understand the collaboration with community partners, a partnership survey was developed in 2016-2017 and was disseminated to community partners designated by each site. The multi-item, online survey asked questions about communication, collaboration, relationships, capacity for giving and training needs. A total of 395 partners completed the survey for the 2019-2020 school year.

Partners included community-based organizations, faith-based organizations, local school districts, nonprofit organizations, state agencies, local businesses, universities and colleges, museums, zoos and public libraries.

The number of contact hours varied with over half (53%) of the partners reporting that they provided 21 or more hours in a year, 16% reporting they provided 11-20 hours, 19% provided 6-10 hours, 9% provided 1-5 hours and the remaining partners did not provide contact hours during the school year. Far fewer community partners

97% of community partners believe the work of their organization is aligned with the goals of the schools serving their students.

provided contact hours during the summer (47%) and the contact hours were less, with 14% reporting 1-5 hours, 12% reporting 6-10 hours, 9% reporting 11-20 hours, and 12% reporting 21 or more.

Communication

When asked about communication, **92% responded that communication with the site was timely and responsive at least most of the time** with 68% reporting that the communication was always timely and responsive. Eighty-three percent responded that they received adequate information on individual student needs and/or the needs of groups of students at least most of the time.

Alignment of Community Organization and 21st CCLC Site

As in previous years, nearly all (97%) of the partners believed their organization's work was aligned to the school's goals for their students. On a scale of 0-100, partners (n=382) rated the strength of their relationship with the afterschool program with the mean score being in the mid-high to high range (M=86.03, sd=14.94). A majority of the partners (65%) indicated they have had a *lot* or a *great deal* of opportunity to develop relationships with students/families. Additionally, 90% percent reporting knowing some or all of the other partners involved in the afterschool program.

Community partners collaborate with 21st CCLC sites for several reasons. Most of the sites see it as a benefit to students (95%), a way to provide experiences for students (81%), and a way to provide content (72%). Seventy one percent reported the partnership meets a need/goal for their organization. In their open-ended comments, partners reported that their afterschool programs were well staffed with caring and competent providers, offered important education and enrichment opportunities for students, and were easy to partner with. Seventy-seven percent of the partners responded that they “definitely” understood the vision, mission and goals of the 21st CCLC program and 97% said they have a clear understanding of and have fulfilled their agreement with the 21st CCLC afterschool program.

As one Community Partner reported, **“I truly feel like this is a model program. There is an extremely strong relationship between program staff, students, and providers; mindfulness moments to prepare students before going to providers; opportunities for student leadership and learning; a variety of providers available daily; and timely communication between the program director and providers.”**

Summary of Key Findings

1. Programs had to pivot to support families differently during COVID19. Sites delivered programming virtually, with take away kits, helping with meal distribution and being a resource for virtual learning.
2. Programs delivered high quality programming as evidenced by both the external observations and self-assessment.
3. Parents report the program as an important resource in providing both supervision and enrichment afterschool for their student(s).
4. Students across all age levels felt a sense of belonging and most reported having friends in the program.
5. Afterschool staff reported strong relationships with students and other staff.
6. While they felt prepared across most areas, afterschool staff requested more training in the areas of social emotional learning, engaging programming and how to include students on IEPs more effectively in the program.
7. Programs continue to serve students most in need of the afterschool programs.

Recommendations and Future Plans

1. Determine how to provide programming in a hybrid school year.
2. Consider how to provide effective professional development using different modalities and incorporating feedback.
3. Evaluate the effects of the pandemic on programming, staffing and student outcomes.
4. Begin the transition to the new Government Performance and Results Modernization Acts (GPRAs) by involving multiple stakeholder groups including both the evaluation workgroup and the rural advisory committee.
5. Continue to align with other state entities in order to provide cohesive and comprehensive programming using current infrastructures.

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Appendix